



English Learners (EL) / Title III

Gary Martin

EL / Title III Consultant

ONGL-Division of Learning Services

Diverse Learners Branch





New EL Coordinators Topics

- ▶ EL Requirements / Plan
- ▶ EL/Title III 2017-18 Timeline
- ▶ EL Identification
- ▶ Program Service Plan (PSP)
- ▶ Required Infinite Campus information
- ▶ EL Data Collection
- ▶ Title III EL and Immigrant Subgrants
- ▶ Resources

District Legal Obligations

- ▶ Districts must design and implement services and programs that enable ELs to attain English proficiency
- ▶ Provide support to enable ELs equal opportunity to participate in the curriculum
- ▶ Provide equal opportunities for EL students to participate in co-curricular and extracurricular programs and activities.



EL Plan (Lau Plan)

- ▶ Identification
- ▶ Effective LIEP
- ▶ Trained staff and support
- ▶ Equal access/participation opportunities
- ▶ Serve opt out students
- ▶ Annual ELP Assessment (ACCESS 2.0)
- ▶ Monitoring Exited ELs (4 years)
- ▶ Evaluation of EL Program



EL/Title III 2017-2018 Timeline

| Dates | Purpose |
|---|--|
| September 12-13: Developing High Challenge/High Support Lessons for English Learners October 31 –November 1: Follow-up session (Frankfort) | <ul style="list-style-type: none"> Workshop strategies developed through Stanford University’s Understanding Language initiative Participants engage in upper elementary and middle school exemplars that scaffold the reading of complex texts for English Learners. Participants design and implement lessons/units |
| September 2017: Foundational Concepts Online Module Companion Guide (WIDA eLearning using Online Modules) | <ul style="list-style-type: none"> WIDA provides participants tutorials and materials to work with a PLC group to build capacity in a school or district around ELs and English language development within academic settings |
| October 1 – IC Data for USED | <ul style="list-style-type: none"> USDE report on EL Enrolled as of October 1 (districts need to check for Critical Errors and EL information in Infinite Campus before October 1) |
| November 29-30: Scaffolding Workshop (WIDA facilitator Allyson Newton) (Frankfort) | <ul style="list-style-type: none"> Two-day WIDA Scaffolding Workshop will be interactive and focused on expanding instructional practices that foster high challenge and high support learning opportunities for students |
| February 19, 2018 : Scaffolding Extension webinar (Online) | <ul style="list-style-type: none"> Extension for the Scaffolding Workshop. Goes beyond the workshop and goes deeper into the content Provides an additional resource to reinforce and build on the learning that occurred in the workshop |



EL/Title III 2017-2018 Timeline

| Dates | Purpose |
|--|---|
| January 2018 – May 2018 Consolidated Monitoring | <ul style="list-style-type: none"> • 14 districts randomly selected in fall of 2017 • http://education.ky.gov/federal/progs/scmi/Pages/default.aspx |
| January – February ACCESS Testing | Federally required English proficiency assessment <ul style="list-style-type: none"> • Check DAC emails • Chris.williams@education.ky.gov (OAA) |
| January – Declaration of Participation forms to Superintendent | <ul style="list-style-type: none"> • From Division of Budget and Financial Management • First step in applying for Title III • Consultation with PNP |
| March 16– State LEP Extract | <ul style="list-style-type: none"> • Initial count for determining Title III allocations |
| April 16 – Intent to Participate completed in GMAP | <ul style="list-style-type: none"> • Count is not final and allocations will be tentative |
| Spring 2018 – End of the Year Trainings | <ul style="list-style-type: none"> • Regional training sessions for EL Coordinators |
| May 1 – 31 Infinite Campus Data Clean up | <ul style="list-style-type: none"> • Districts run LEP Extract in Infinite Campus and correct Critical Errors |
| June 1, 2018 – KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run (Immigrant data also run in September) | <ul style="list-style-type: none"> • Used to obtain final count for Title III EL and Immigrant Subgrants allocations • SEEK allocations |
| June 1– Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system | <ul style="list-style-type: none"> • Required by USED to receive Title III Subgrant funds • Annual Performance Report (APR) submitted as part of GMAP Program Details - Information required by the USED for annual Consolidated State Performance Report (CSPR) |



EL Identification



Home Language Survey (HLS)

- ▶ Identifies **POTENTIAL** English learners (*ELs*)
- ▶ *Current required questions:*
 - 1) What is the language most frequently spoken at home?
 - 2) Which language did your child learn when he/she first began to talk?
 - 3) What language does your child most frequently speak at home?
 - 4) What language do you most frequently speak to your child?



HLS Administrative Procedures

- ▶ Clearly inform the parents of HLS purpose and use of information
 - Can be part of enrollment sheet
- ▶ Administrative procedures that are standardized
- ▶ Annual training
 - USED Guidance Documents (May 2014)
- ▶ *If* HLS identifies as “*potential*” EL:
 - W-APT for Kindergarten
 - WIDA Screener Online Grades 1-12



Kentucky Department of Education
English Learner (EL) Identification

Administer Home Language Survey (HLS) to all students upon enrollment



The HLS shall be based at a minimum on four questions.

1. *What is the language most frequently spoken at home?*
2. *Which language did your child learn when he/she first began to talk?*
3. *What language does your child most frequently speak at home?*
4. *What language do you most frequently speak to your child?*



If any of the answers is a language other than English, student is a "potential EL"



If Kindergarten administer W-Apt;
grades 1 -12, WIDA Screener Online



If the student in grades 1-12 scores below a 4.5 overall composite the student would be identified as an English learner (EL). A Kindergarten student who has taken the W-APT test must be enrolled as an EL student because all 4 domains are not assessed.



All responses English, no additional action taken.



If the student in grades 1-12 scores a 4.5 overall composite the student would be identified as Initially Fully English Proficient (IFEP). Grades 1-12 students identified as IFEP will not take the ACCESS in January.



The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. Program Service Plan (PSP) should be developed for the student. Student will take ACCESS in January.



WIDA Screener Online, K W-APT and ACCESS 2.0

- ▶ Chris Williams
(chris.williams@education.ky.gov) – Office of Assessment and Accountability (OAA)
- ▶ [WIDA Screener Online and ACCESS training](#)
- ▶ [DAC Emails](#)
- ▶ KDE [Assessment Regulations Training](#) webpage



Program Service Plan (PSP)

- ▶ Reason for identification as EL (*HLS and WIDA Screener Online/K W-APT*)
- ▶ Level of English proficiency (*using WIDA Screener Online/K W-APT or ACCESS*)
- ▶ Level of academic achievement (previous academic records and/or assessments)
- ▶ How the instructional program will address the student's educational strengths and individual needs
 - If the student also is identified as ELSWD, information should be included on how program will meet IEP annual goals
- ▶ How the program will address English language learning and acquisition
- ▶ How the student will meet age-appropriate academic achievement standards
- ▶ Expected rate of transition/exit out of EL status
- ▶ Parent's right to decline enrollment in the program or the method of instruction
- ▶ Parent notification within **30 calendar days** at beginning of school year and within **2 weeks** if student transfers in during the school year



Parent Refusal of Services

- ▶ Parents have the right to refuse EL services or the type of EL services being offered by district
 - Do parents fully understand?
- ▶ Document reason for opting out
- ▶ OCR – still must help student achieve ELP
 - Content teacher training
- ▶ Required to take ACCESS each year until ELP (**federal requirement**)
- ▶ IC – must have Service Type (Sheltered English Instruction) and at least 1 Instructional Accommodation





Infinite Campus

EL Student Requirements

EL Tab



English Language Learners SE 3 Day Letters

Grade: 08 #6026 DOB: 12/05/2001 Gender: M

EL EL Assessments EL Services EL Accommodations

Save Delete

| Active EL Record | | Census Information | |
|---|--------------------------|--|---------------|
| *Program Status | | **To update read only fields, please go to Census->People->Identities | |
| Identified Date | 09/25/2012 | Home Primary Language: | 1420: Tagalog |
| Expected Exit Date | 10/05/2017 | First Entered US School: | 08/03/2007 |
| Program Exit Date | | Birth Country: | Philippines |
| First Year Monitoring: | | | |
| Second Year Monitoring: | | | |
| Third Year Monitoring: | | | |
| Fourth Year Monitoring: | | | |
| Parent Notified | 10/05/2012 | | |
| Parent Declined | <input type="checkbox"/> | | |
| Parent Declined Date | | | |
| Interrupted Schooling | <input type="checkbox"/> | | |
| Comments | | | |
| <div></div> | | | |
| - Modified by: MELTON, MELISSA 10/22/2012 13:47 | | | |

EL Assessments



English Language Learners SE 3 Day Letters

Grade: 08 #6026 DOB: 12/05/2001 Gender: M

EL

EL Assessments

EL Services

EL Accommodations

Print

EL Test Scores

+...🔒 Tier B ACCESS (KDE-ACCESS-B) 01/02/2013 Scale Score: Result:3.2

+...🔒 Tier B ACCESS (KDE-ACCESS-B) 01/01/2014 Scale Score: Result:4.2

+...🔒 Tier B ACCESS (KDE-ACCESS-B) 01/01/2015 Scale Score: Result:3.8

+...🔒 Tier C ACCESS (KDE-ACCESS-C) 01/01/2016 Scale Score: Result:3.5

+...🔒 W-APT (KDE-W-APT) 09/25/2012

EL Services



English Language Learners SE 3 Day Letters

Grade: 08 #6026 DOB: 12/05/2001 Gender: M

EL

EL Assessments

EL Services

EL Accommodations

+

New

Print Service History

| EL Services | | |
|------------------------------------|------------|------------|
| Service Type | Start Date | End Date |
| SEI: Sheltered English Instruction | 10/05/2012 | |
| POE: Pull-Out ESL Resource | 10/05/2012 | 09/08/2015 |

EL Accommodations



English Language Learners SE 3 Day Letters

Grade: 08 #6026 DOB: 12/05/2001 Gender: M

EL EL Assessments EL Services **EL Accommodations**

+

 New Print Accommodation History

| EL Accommodations | | | |
|---|------|------------|------------|
| Name | Type | Start Date | End Date |
| VO-I: Provide Visuals / Organizers | I | 08/29/2016 | |
| AC-I: Engage in Acad. Conv. | I | 08/29/2016 | |
| BK-I: Build Background Knowledge | I | 08/29/2016 | |
| RTE-I: Read Text in English | I | 10/05/2012 | 09/11/2013 |
| PC-I: Prompting / Cueing | I | 10/05/2012 | 09/11/2013 |
| RLC-A: Reader (w/limited conditions) (INACTIVE) | A | 10/05/2012 | 09/11/2013 |
| PC-A: Prompting/Cueing (INACTIVE) | A | 10/05/2012 | 09/11/2013 |
| SB-A: Use of Scribe | A | 10/05/2012 | 08/29/2016 |
| SB-I: Scribe Responses | I | 10/05/2012 | 08/29/2016 |
| SL-I: Simplified Language | I | 10/05/2012 | 08/29/2016 |
| SL-A: Simplified Language | A | 10/05/2012 | 08/29/2016 |

Home Primary Language



Navigation Menu:

- Special Ed
- Student Locator
- Reports
- Instruction
 - Census
 - My Data
 - Staff Request Processor
 - People**
 - Households
 - Addresses
 - Portal Request Processor
 - Add Person
 - Add Household
 - Add Address
 - Staff Locator
 - Census Wizard
 - Behavior
 - Health
 - Attendance
 - Scheduling
 - Fees
 - Grading & Standards
 - Medicaid
 - Programs
 - Ad Hoc Reporting
 - Transcripts

Demographics Data Form:

Person Information

PersonID: 5979

*Last Name: CRISTOBAL *First Name: DOCTOR Middle Name: Suffix:

*Gender: Male *Birth Date (Age: 17): 12/21/1996 Soc Sec Number: - - -

Race/Ethnicity (Edit)

State Race/Ethnicity: 1:Hispanic/Latino

Federal Designation: 1:Hispanic/Latino

Race(s): White

Hispanic/Latino: Y:Yes

Race/Ethnicity Determination: 04:Unknown

Birth Country:

Date Entered US: 06/05/2012 Date Entered US School: Birth Certificate:

Original KY School Entry:

Home Primary Language: Spanish (1380)

Native American Language: Select a Value

Nickname:

Comments:

Upload Picture

- Modified by: Unknown

Person Identifiers

Local Student Number: 5979

Home Primary Language



Demographics | Identities | Households | Relationships | Enrollments | District Employment

Save | Delete | Person Summary Report | Demographics Data

Person Information
PersonID: 5979

*Last Name: CRISTOBAL | *First Name: DOCTOR | Middle Name: | Suffix: |

*Gender: Male | *Birth Date (Age: 17): 12/21/1996 | Soc Sec Number: |

Race/Ethnicity (Edit)
State Race/Ethnicity: 1:Hispanic/Latino
Federal Designation: 1:Hispanic/Latino
Race(s): White
Hispanic/Latino: Y:Yes
Race/Ethnicity Determination: 04:Unknown

Birth Country: | No Image Available

Date Entered US: | Date Entered US School: | Birth Certificate: |

Original KY School Entry: |

Home Primary Language
Native American (1025)
Native American Language
Select a Value
N000: Other
N001: Abnaki
N002: Achimawi
N003: Ahtena
N004: Alabama
N005: Aleut
N006: Algonquin
N007: Apache
N008: Arapaho
N009: Araucanian
N010: Arikara
N011: Athapascan
N012: Atsina
N013: Atsugewi

Upload Picture

- Modified by: Unknown

Person GUID: 473442CA-E7CB-4806-BF1D-412C5BD886C

Home Primary Language



School Choice Credentials Overrides Fees Pro Dev Pro Dev Totals ID History

Demographics Identities Households Relationships Enrollments District Employment

Save Delete Person Summary Report Demographics Data

Person Information

PersonID: 5979

*Last Name: CRISTOBAL *First Name: DOCTOR Middle Name: Suffix:

*Gender: Male *Birth Date (Age: 17): 12/21/1996 Soc Sec Number:

No Image Available

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Birth Country:

Date Entered US: Date Entered US School: Birth Certificate:

Original KY School Entry:

Home Primary Language:

Native American Language:

Select a Value:

Nickname:

Comments:

Upload Picture

- Modified by: Unknown

Person Identifiers

Local Student Number: 5979

EL Data Collection

- ▶ October 1 (federal reporting)
- ▶ Annual Performance Report (APR) - now collected through GMAP
- ▶ March 16 LEP Extract from Infinite Campus (tentative Title III allocations)
- ▶ End of Year (June 1) LEP Extract
 - Title III final counts for allocations
 - SEEK funding
 - Immigrant counts for Subgrants (transitioning to fall data pull)



October 1 Count

- ▶ U.S. Department of Education (USED) requires a count of all LEP students enrolled on 10/1
- ▶ Infinite Campus (IC) LEP extract date range: start and end date of October 1 of current year
- ▶ KDE will pull the data from IC
- ▶ Districts should run extract on a regular basis and check student list
 - Correct Critical Errors
 - Ensure all ELs being served



IC LEP Extract



KY LEP Extract

The LEP Extract provides a list of students with LEP (Limited English Proficiency) status. Students must have at least one instructional accommodation and at least one LEP Service type active during the date range of the report and a program status of "LEP" to pull. This report runs district-wide regardless of calendar selected in the toolbar.

Note: Errors and Warnings cannot be produced via the Batch Reporting Tool (if enabled). Use the Generate Extract button to view errors and warnings.

Extract Options

Date Range: 07/01/2016 -- 06/30/2017

Grade Level: All Grades

Format: State Format(CSV)

Generate Extract Submit to Batch

Refresh Show top 50 tasks submitted between 07/03/2017 and 07/10/2017

Batch Queue List

| Queued Time | Report Title | Status | Download |
|-------------|--------------|--------|----------|
|-------------|--------------|--------|----------|

Generating the Report



There are errors and/or warnings in the extract (See below) [Click Here](#) to generate the reports

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error: The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)

Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records: 0)

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)



Critical Error – will not pull data

Warning – will pull data

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records:2)

| SchoolNumber | SchoolName | StateStudentID | LastName | FirstName | MiddleInitial |
|--------------|-------------------------------|----------------|-----------|-----------|---------------|
| 023 | Knox County Middle School | 27823 | JACKSON | JEREMIAH | |
| 430 | Jesse D Lay Elementary School | 30088 | CRISTOBAL | EDDIE | A |

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records:1)

| SchoolNumber | SchoolName | StateStudentID | LName | FName | MiddleInitial |
|--------------|--------------------------|----------------|---------|-------|---------------|
| 410 | Knox Central High School | 2032 | MARICLE | JOHN | B |

LEP Extract



Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error: The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)


Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records: 0)

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)



Do you want to open or save LEP.csv from icuat.education.ky.gov?

Open Save Cancel

Annual Performance Report (APR)



- ▶ Required for Federal Reporting
- ▶ Completed in GMAP in Program Details
 - EL specific PD provided
 - Number PD participants
 - Types of EL Instructional Services provided by district/consortium

How does the June 1 LEP Extract affect district funding?

- ▶ **Final Title III Allocations**
- ▶ **SEEK funding**



Data Cleanup – LEP extract

- ▶ Annual data cleanup May 1 – May 31
- ▶ Critical Errors – will not count as EL student
 - No Service Type
 - No Accommodations
 - Home Language - English
- ▶ EL data extract – June 1
 - Federal funding calculations (Title III subgrant)
 - SEEK funding





Title III Subgrants

Application Process and Evaluation

Title III Subgrants

- ▶ Federal requirement to qualify – minimum \$10,000
 - Consortium
- ▶ **Supplemental** Funds
 - Effective EL Instruction
 - Professional Development
 - Parent, family and community engagement
- ▶ Declaration of Participation (Supt.) – Jan.
- ▶ Tentative Allocations – March/April
- ▶ Intent to Participate (GMAP) – April 16
- ▶ Subgrant Application (EL Coordinator) - June
 - Subgrant Budget (w/ Finance Officer)
 - Submitted as part of GMAP Consolidated Application
- ▶ Final Allocations – after July 1





Immigrant

Infinite Campus

Immigrant Title III Subgrants

Immigrant Definition

Immigrant Children and Youth -

- ▶ the term 'immigrant children and youth' means individuals who—
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.



Immigrant Grants

- ▶ District has experienced a “**significant increase**”, as compared to the average of the **2 preceding fiscal years**, in the percentage or number of immigrant children and youth
- ▶ Data is pulled and calculated in September



Immigrant Grants

District must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent *and family* outreach, and training activities designed to assist parents *and families* to become active participants in the education of their children;
- *Recruitment of* and support for personnel, including teachers *and paraprofessionals* who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, *development*, and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Basic instruction services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents *and families* of immigrant children and youth by offering comprehensive community services.



Resource Information

- ▶ District Guide for English Learners Program
- ▶ OELA Tool Kit
- ▶ Newcomer Tool Kit
- ▶ DOJ Enrollment rights letter
- ▶ DOJ Questions & Answers on enrollment
- ▶ KSIS Data Standards
- ▶ English Learners (EL) and English as a Second Language (ESL) Program



WIDA> Consortium> Members> Kentucky



Kentucky

Select state education agency:

▼ Contact Information

| Organization | Name | Email | Phone | External Links |
|--|-----------------------------|--|---------------------------------------|--|
| State Education Agency (KY Dept. of Education) | Gary Martin | gary.martin@education.ky.gov | (502) 564-4970 | Kentucky Department of Education; KY TESOL |
| | Chris Williams | chris.williams@education.ky.gov | (502) 564-4394 ext. 4750 | |
| WIDA Consortium | WIDA Client Services Center | help@wida.us | Toll Free 1-866-276-7735 | www.wida.us |
| Data Recognition Corp. (DRC) | DRC WIDA Customer Service | WIDA@datarecognitioncorp.com | Toll Free 1-855-787-9615 | Data Recognition Corp |
| MetriTech | MetriTech | wida@metritech.com | 1-800-747-4868 (ask for WIDA Support) | www.metritech.com |



Questions Need Help ?

Contact our Client Services Center

Email help@wida.us, or call toll free 1-866-276-7735 M-F 8am-5pm CST.

Contact DRC

Email WIDA@datarecognitioncorp.com or call toll free 1-855-787-9615 M-F 6am-8pm CST.

► Assessment Materials & Training

► ACCESS for ELLs 2014 - 2015 Dates

► ACCESS for ELLs 2.0 2015 - 2016 Dates



Dear Colleague Letter(DCL)

Joint Guidance from USED Office of Civil Rights (OCR) and
Department of Justice (DOJ) Civil Rights Division

- January 7, 2015

OCR and DOJ EL GUIDANCE

- ▶ Jointly Released by OCR and DOJ on January 7, 2015 - Available at
<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>
<http://www.justice.gov/crt/about/edu/>
- ▶ Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)
 - Public schools must ensure that EL students can participate meaningfully and equally in educational programs.
 - Guidance is available in multiple languages.



TEN MAIN CIVIL RIGHTS ISSUES COVERED BY THE EL GUIDANCE

1. Identification and assessment
2. Language assistance program
3. Staffing and supporting an EL program
4. Meaningful access to curricular and extra curricular programs
5. Unnecessary segregation
6. Evaluating EL students for special education & providing special education
7. Opting out of EL programs
8. Monitoring and exiting EL students
9. Evaluating the effectiveness of a program
10. Meaningful communication with LEP parents



FACT SHEETS

OCR and DOJ created two facts sheets:

1. *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*
 - This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance.
 - The fact sheets focuses on the responsibilities of school districts.
 2. *Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them*
 - This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.
- ▶ The facts sheets are available in 11 languages



ENGLISH LEARNER TOOL KIT

- ▶ Intended to help state and local education agencies in meeting their obligations to English Learners (ELs)
- ▶ Should be read in conjunction with the *Dear Colleague Letter*
- ▶ There are ten chapters of the EL Toolkit
 - Each chapter aligned to reflect one section of the *Dear Colleague Letter*
- ▶ Each EL Tool Kit chapter contains
 - Overview,
 - Sample tools, and
 - Resources relevant to the topic of the chapter



Contact Information

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